



FORT DORCHESTER ELEMENTARY

5201 Old Glory Lane
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	1,196 Students	
Principal	Harolyn Hess	843-832-5550
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

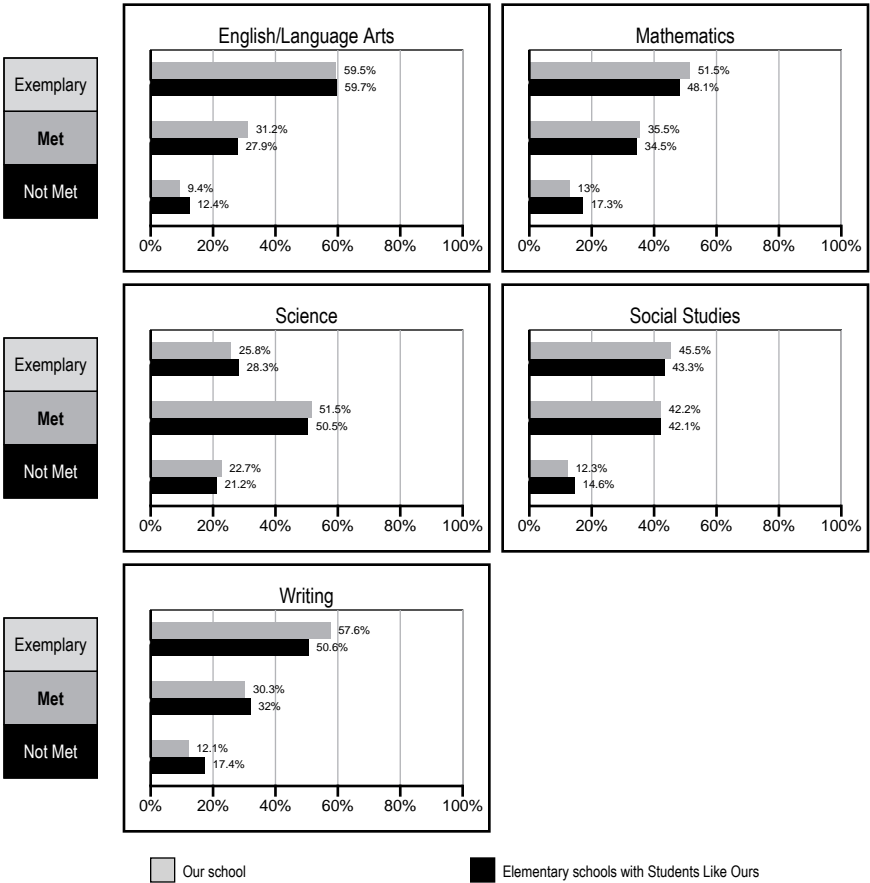
91.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	3	2	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,196)				
First graders who attended full-day kindergarten	96.8%	Down from 98.1%	100.0%	100.0%
Retention rate	0.5%	Down from 1.2%	0.6%	1.2%
Attendance rate	96.3%	Down from 96.5%	96.4%	96.1%
Eligible for gifted and talented	21.8%	Up from 16.4%	21.8%	11.7%
With disabilities other than speech	5.3%	Up from 3.8%	5.6%	8.0%
Older than usual for grade	0.3%	Up from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.3%	0.0%	0.0%
Teachers (n=74)				
Teachers with advanced degrees	50.0%	Up from 48.0%	61.8%	60.5%
Continuing contract teachers	79.7%	Up from 70.7%	89.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.6%	Up from 73.8%	89.0%	87.0%
Teacher attendance rate	95.4%	Up from 94.7%	95.6%	95.4%
Average teacher salary*	\$44,221	Down 0.0%	\$49,379	\$47,288
Professional development days/teacher	9.0 days	Down from 10.4 days	9.2 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 18.2 to 1	20.5 to 1	19.2 to 1
Prime instructional time	91.1%	Up from 90.5%	92.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,873	Up 7.3%	\$6,917	\$7,548
Percent of expenditures for instruction**	66.1%	Up from 64.5%	70.9%	68.7%
Percent of expenditures for teacher salaries**	63.9%	Up from 61.7%	69.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Fort Dorchester Elementary School first opened its doors to students in the fall of 2002. Our school's name was derived from the neighboring historical Fort Dorchester. Our mascot, Glory Gator, was named by our students and was based on the patriotic theme of Fort Dorchester High School. We ended our eighth year serving the instructional needs of 1,260 three-year-old through fifth grade students. Situated in the Wescott community, we are in a transient and fast-growing area. Our 100-member faculty and staff work together to create a friendly, family atmosphere for our students and parents.

Fort Dorchester Elementary has strong parent and community support. The outstanding PTA, School Improvement Council, and business partners add much to enhance the school's programs and environment. Input from these groups allows us to offer opportunities that help to make our school a special place for students. Some highlights of our school year, based on support from these groups, include a terrific school carnival, several family night events, Positive Behavior Intervention Awards, and student awards programs. During the 2009-2010 school year, FDES was named a finalist in the prestigious Palmetto's Finest Award program. We are a Red Carpet Award winning school, which recognizes Fort Dorchester Elementary School as a family friendly school. We were recognized as an award winning Positive Behavior Interventions and Supports (PBIS) school. We received Palmetto Gold and Silver Awards for test score growth and for closing the achievement gap.

While test scores for the school continue to improve, dealing with the transient and growing population of the FDES attendance area and meeting the academic needs of each sub-group of students are Fort Dorchester Elementary's most challenging areas. We are committed to meeting the needs of every student by offering differentiated instruction for a portion of each day in order to serve each child on his or her academic level. We also provide staff development for teachers in all academic areas. We will continue to focus on welcoming and assessing the needs of new students as quickly as possible so that we can provide for areas of need. We will continue every day to strive to reach our potential regarding the school's mission statement, "Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life."

For the 2009-2010 school year, we have worked toward meeting the needs of each individual child. Data collection through the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS), one minute testing probes, Measures of Academic Progress (MAP), and District benchmark tests are used to determine overall and individual student needs. The results of these diagnostic measures help us to determine groups for differentiation in all subject areas. Our plans for the 2010-2011 school year will include staff development in the areas of Professional Learning Communities and development of appropriate lessons and assessments in the area of English Language Arts. We look forward to successes in all areas. We feel that we have completed a successful year at Fort Dorchester Elementary. We welcome visitors and plan to continue to do our best as we learn and grow.

Carol Farris, Principal
Amy Diaz, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	187	151
Percent satisfied with learning environment	77.8%	90.3%	94.0%
Percent satisfied with social and physical environment	100.0%	84.9%	92.7%
Percent satisfied with school-home relations	97.2%	86.5%	81.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 29 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	612	99.8	10.1	30.7	59.3	95.6	89.1	83.5	Yes	Yes
Gender										
Male	309	99.7	14.3	33.1	52.6	93.7	86.1	80.1	N/A	N/A
Female	303	100	5.7	28.2	66.1	97.5	92.1	87	N/A	N/A
Racial/Ethnic Group										
White	341	99.7	6.9	28.8	64.3	96.6	93	89.6	Yes	Yes
African American	173	100	17.9	33.3	48.7	92.9	81.6	74.6	Yes	Yes
Asian/Pacific Islander	49	100	4.3	27.7	68.1	95.7	94.5	92.7	Yes	Yes
Hispanic	46	100	11.9	38.1	50	97.6	84.1	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
Disability Status										
Disabled	56	98.2	40.4	34.6	25	76.9	57.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	14.3	39.3	46.4	92.9	82.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	99.4	10.1	36.7	53.2	94.9	83.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	612	100	13.8	35.6	50.6	91.5	87.2	80.4	Yes	Yes
Gender										
Male	309	100	16.7	35.5	47.7	89.9	85.5	78.4	N/A	N/A
Female	303	100	10.7	35.7	53.6	93.2	88.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	341	100	9.7	34.8	55.5	95	92	87.8	Yes	Yes
African American	173	100	23.7	40.4	35.9	83.3	77.5	69.3	Yes	Yes
Asian/Pacific Islander	49	100	4.3	27.7	68.1	97.9	94.5	93.5	Yes	Yes
Hispanic	46	100	19	33.3	47.6	88.1	86.1	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
Disability Status										
Disabled	56	100	51.9	38.5	9.6	61.5	55	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	14.3	42.9	42.9	96.4	86.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	100	16.5	38	45.6	88	80.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	400	99.8	23.6	50.7	25.7	76.4	74.7	67.3
Gender								
Male	206	99.5	27.4	47.9	24.7	72.6	74.2	66.9
Female	194	100	19.6	53.6	26.8	80.4	75.3	67.7
Racial/Ethnic Group								
White	219	100	18.2	49.3	32.5	81.8	84.1	79.6
African American	112	100	40.2	44.1	15.7	59.8	56.5	49.7
Asian/Pacific Islander	34	100	9.4	68.8	21.9	90.6	90.4	84.4
Hispanic	32	96.9	20.7	62.1	17.2	79.3	69	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	37	97.3	55.9	29.4	14.7	44.1	39.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	18	100	25	60	15	75	58.5	58.6
Socio-Economic Status								
Subsidized meals	116	99.1	28.4	50	21.6	71.6	61.8	55.4

Social Studies								
All Students	400	99.8	13.1	42.3	44.5	86.9	78.8	70.9
Gender								
Male	194	100	14.6	43.3	42.1	85.4	77.8	70.1
Female	206	99.5	11.7	41.5	46.8	88.3	79.8	71.7
Racial/Ethnic Group								
White	214	100	9.6	41.4	49	90.4	84.6	79.2
African American	117	99.2	21.6	45.1	33.3	78.4	67.5	58.4
Asian/Pacific Islander	36	100	2.8	33.3	63.9	97.2	90.1	86.8
Hispanic	33	100	20	50	30	80	74.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.5	71.2
Disability Status								
Disabled	34	97.1	41.9	41.9	16.1	58.1	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	19	100	22.7	36.4	40.9	77.3	69.1	68
Socio-Economic Status								
Subsidized meals	119	99.2	15.8	49.5	34.7	84.2	69.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	617	97.6	11.8	30.4	57.8	88.2	82.9	72.1	96.3	96
Gender										
Male	313	96.5	16	36.5	47.5	84	77.4	65.2	96.4	96
Female	304	98.7	7.6	24.2	68.2	92.4	88.6	79.2	96.2	96.1
Racial/Ethnic Group										
White	348	98.3	9.4	27.8	62.8	90.6	88.2	80.8	96.1	95.8
African American	172	95.9	17.4	36.2	46.3	82.6	73.1	59.7	96.7	96.4
Asian/Pacific Islander	49	100	10.6	19.1	70.2	89.4	90.5	87	97.1	97
Hispanic	45	95.6	12.5	40	47.5	87.5	75.2	64.6	95.8	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90.1	73.4	92.5	95.5
Disability Status										
Disabled	56	78.6	50	35	15	50	37.7	27.7	95.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	14.3	32.1	53.6	85.7	71.4	63.7	96.6	96.5
Socio-Economic Status										
Subsidized meals	172	95.4	14.7	33.6	51.7	85.3	74.1	61.9	96	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	154	100	9.9	22	68.1	90.1
	4	189	100	14.7	34.7	50.6	85.3
	5	172	100	13.3	44.3	42.4	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	226	100	4.7	23.2	72	95.3
	4	186	99.5	12.6	29.9	57.5	87.4
	5	200	100	13.8	39.7	46.6	86.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	154	100	16.3	33.3	50.4	83.7
	4	189	100	7.6	50.6	41.8	92.4
	5	172	100	16.5	57.6	25.9	83.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	226	100	12.3	29.9	57.8	87.7
	4	186	100	11.4	35.3	53.3	88.6
	5	200	100	17.5	42.3	40.2	82.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	79	100	14.1	42.3	43.7	85.9
	4	188	100	17.2	69.2	13.6	82.8
	5	84	100	28	58.7	13.3	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	114	99.1	29	30.8	40.2	71
	4	186	100	15.6	63.5	21	84.4
	5	100	100	31.6	50.5	17.9	68.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	75	100	4.3	35.7	60	95.7
	4	188	100	8.9	43.8	47.3	91.1
	5	88	100	27.7	44.6	27.7	72.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	114	99.1	7.6	32.4	60	92.4
	4	186	100	13.2	45.5	41.3	86.8
	5	100	100	19.1	47.9	33	80.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	155	98.1	8.5	24.8	66.7	91.5
	4	188	97.9	15.3	40.6	44.1	84.7
	5	170	97.1	7.2	43.8	49	92.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	230	97	14.4	25.4	60.3	85.6
	4	185	98.4	9.1	34.1	56.7	90.9
	5	202	97.5	11.3	32.8	55.9	88.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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